

## Teaching and Learning Priorities

The Academic Development Program provides an opportunity to support the university's teaching and learning recovery post COVID-19. Staff interested in applying for ADP are encouraged to consult with their Dean to identify if there are strategic School curriculum development activities that might be usefully delivered through a period of ADP. Two broad areas are suggested for consideration:

### Opportunities to work on strategic high priority course development

- Fast tracking curriculum developments for new initiatives aligned with emerging external opportunities and university strategic initiatives (e.g., Aerotropolis / Multiversity).
- Strategic renewal of high priority courses/curriculum elements to explicitly embed the 21C Curriculum design principles aligned with new policies, Partnership Pedagogy and/or work integrated learning (WIL) programs.
- Curriculum development work to make existing programs more competitive by addressing COVID-19 priorities, prospective student interests and demand (e.g., updating units to include content on crisis management or change resilience).
- Strategic curriculum renewal to offer technology enhanced high-quality flexible, engaging and accessible student learning to build and retain student load (e.g., HyFlex, use and evaluation of WSU's Digital Content for Engagement framework).
- Developing alternative online placements, virtual laboratories, WIL and study abroad curriculum elements to address the limited access to WIL and opportunities for travel abroad post COVID-19.
- Renewal of curriculum to explicitly contribute to the SDG 2030 goals and support our performance on the THE Global Impact Rankings.
- Strategic development of priority Open Educational Resources.
- Strategic renewal or development of new curriculum elements which align with the WSU's National Priorities and Industry Linkage Fund metrics/case studies (e.g., initiatives to increase undergraduate students (domestic) completing one or more STEM-units in a non-STEM award, co-design of curriculum with industry, WIL).
- Development of relevant short courses with a demonstrated demand / market for offer as non AQF alternative credentials.
- Development of programs/activities to support the successful transition of future students impacted by COVID-19 to university studies.

### Rigorous data-driven educational research addressing the quality of learning and teaching.

- Analysis of the learning analytics data to develop evidence-based, at-scale, curriculum design, teaching strategies and interventions to improve *transition* and *retention*.
- Analysis of student learning in relation to curriculum and teaching features to evaluate the *effectiveness* of online/HyFlex teaching and curriculum.
- Through working with Badugulang, develop expertise to evidence teaching and learning outcomes, produce Scholarship of Teaching and Learning (SoTL) outputs and impact staff development, recognition and reward (e.g., Western Educational Fellowship Scheme).
- Analysis of the effectiveness and impact of staff professional development initiatives to enhance capabilities for online teaching and curriculum design.
- Analysis of the impacts on student learning from changes to assessment practices to enhance authentic assessment, reduce reliance on exams and assure academic integrity.
- Development and evaluation of education for academic integrity initiatives.